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The need for online LSP teacher development courses in higher education institutions

Abstract. This paper aims to present the European project "Language for Specific Purposes (LSP) Teacher Education Online Course for Professional Development" (LSP-TEOC.Pro) which addresses the need for online LSP teacher development courses to be provided by higher education institutions. The project's objective was to equip future and early-career LSP teachers with a multilingual online course designed to build essential competencies and skills for effective foreign language instruction in specific contexts. The project was conducted over three years (2020–2023) and completed in seven stages plus evaluation. The paper focuses on the findings from the project's first stage, which examined existing online LSP teacher training and development programmes across six European countries. Through a structured methodological approach, the paper gathers relevant information about such programmes, revealing a scarcity of specialised online training and development programmes for LSP teachers. These results underscored the pressing need for an innovative, accessible online course for LSP teacher education, which ultimately became the primary outcome of the project.

Keywords: Erasmus+ project, LSP teachers, LSP teacher education, online course.

1. INTRODUCTION

To increase their employability and professional mobility, young people need education and skills relevant to the present and, possibly, future labour market. One of the essential requirements is the ability to communicate effectively in a foreign language in their work settings (Knezović 2016). To achieve this goal, the educational system should help them gain and/or improve their language skills, particularly the knowledge of specialised languages. In other words, what

is required is efficient teaching practices of Languages for Specific Purposes (LSP)[1] and more opportunities for LSP teacher education and training (Kakoulli Constantinou et al. 2019; Belcher 2006; Basturkmen 2010; Bracaj 2014; Bojović 2006).

1.1. Languages for Specific Purposes – definition

Upton (2012) states that LSP aims to help language learners "gain access to the language they want and need in order to become successful members of the academic, professional or occupational community of which they seek to be a part" (Upton 2012: 26). Hyland (2006, 2011) argues that language is only effective when individuals use conventions that other members of the community find familiar and convincing. This entails, as stated previously, the task of LSP practitioners – enabling the learners to meet their needs. To perform this task properly and efficiently, LSP practitioners first and foremost need to understand what LSP actually represents. Languages for Specific Purposes are characterised by diverse teaching and learning contexts, thus, they are characterised by diverse target learners or rather diverse target learner needs (Sowa & Krajka 2017; Dudley-Evans 1997; Flowerdew & Peacock 2001; Belcher 2006, 2009; Nhã 2015; Basturkmen 2012; Bocanegra-Valle & Basturkmen 2019; Anthony 1997, 2011). Sowa and Krajka (2017) claim that LSP instruction is unique "taking into account who and what is going to be taught for successful professional communication" (Sowa & Krajka 2017: 9). Another specific aspect of LSP is its specificity (Flowerdew & Peacock 2001; Dudley-Evans & St. John 1998; Hutchinson & Waters 1987; Hyland 2002; Huckin 2003). Huckin (2003) clarifies that LSP specificity refers to the specific and purposeful use of language and poses a question pertaining to the extent of specificity: How specific should this specificity be? According to Huckin, "specificity should be defined not in terms of content *per se* but in terms of the learner and his or her needs" (Huckin 2003: 9). Another issue related to LSP specificity is the question whether and how much subject specialist knowledge LSP practitioners need to have. On the one hand, LSP practitioners are viewed predominantly as language specialists who need to be familiar only with the language of the subject (Ferguson 1997; Dudley-Evans & St. John 1998), whereas on the other, it is assumed that they should be familiar with the subject or carrier content as well, so that they can decide on their students' specific needs, choose appropriate texts, take part in discussions as equal partners and ask their students relevant and intelligent questions. In

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[1] For the purpose of this paper, the terms Languages for Specific Purposes (LSP) and English for Specific Purposes (ESP) are used interchangeably.

addition, LSP practitioners need to be able to learn from their students, ask for help from content-area specialists and cooperate with other LSP practitioners (Belcher 2009). Anthony (2015) emphasises this aspect of LSP teaching in the future and predicts that "this model will increasingly become more the norm and ESP experts will no longer need to be ESP 'practitioners' but instead serve as ESP 'team members'" (Anthony 2015: 11).

1.2. LSP teacher professional development

The LSP work is much more than teaching (Dudley-Evans & St. John 1998). LSP practitioners engage in diverse contexts, perform diverse tasks taking up not only the roles of a teacher, course designer and materials provider, collaborator, researcher and evaluator (Dudley-Evans & St. John 1998; Bojović 2006; Bracaj 2014; Anthony 2018), but they also adopt the roles of motivators, facilitators and organisers, or those of intercultural mediators and mentors for lifelong learning (Basturkmen 2014). In fact, since we live in fast-changing times, some new roles will obviously be defined in the future for LSP teachers to cater to newly created LSP learners' needs and wants and it is, therefore, crucial to respond to LSP teachers' needs with appropriate and effective education and professional development (Breka et al. 2023: 244). Belcher (2006) points out that needs assessment, content-based teaching methods, and content-area informed instruction are of utmost importance to the practice of specific-purpose teaching and adds that these concepts and effective teaching methodologies, unfortunately, have not been defined clearly yet. Basturkmen (2012) disapproves of the fact that LSP research is mainly concerned with what should be taught, neglecting how LSP should be implemented.

Bearing in mind these views and a huge demand for competent professionals capable of effective communication in foreign languages in their professional settings, we can state that there is a pressing need for more efficient "ESP teaching practices and more proficient and research-based ESP teacher training" (Kakoulli Constantinou et al. 2019: 2), the training that should offer "both a theoretical aspect of ESP and learning in general as well as more practical hands-on aspect where issues of teaching methodology and curriculum design would be central" (Kakoulli Constantinou & Papadima Sophocleous 2023: 15). Overall, there is a problem of institutional lack of understanding of the urgency of the matter and the scarcity of provision of professional training for both pre-service and in-service LSP practitioners (Swales 2000; Basturkmen 2014; Belcher 2013; Sowa 2017; Bocanegra-Valle & Basturkmen 2019; Kakoulli Constantinou et al. 2019; John et al. 2023).

The results of the research carried out in the first stage of the Erasmus+ "LSP Teacher Training Summer School" (TRAILs) project, designed to promote high-quality and innovative LSP teaching confirmed the abovementioned problem (John et al. 2023). It revealed that out of the 25 countries surveyed in the European Higher Education Area (EHEA), only 14 countries were found to provide LSP teacher training at a tertiary education level. The courses offered were significantly diverse with regard to the scope, content and the format of their programmes as well as with regard to their entry requirements and teaching and learning methods employed.

To truly understand LSP teachers, the multiple roles they play and challenges they face in their teaching, it is essential to learn about their education and training needs (Bocanegra-Valle & Perea-Barbera 2023). A quantitative LSP teacher needs analysis, conducted within the framework of the TRAILs project, yielded 45 knowledge- and training-related needs and 17 professional development needs. Analysis of target and learner needs, LSP vocabulary teaching, materials design and development, disciplinary context awareness, and course design and development were considered as the most relevant knowledge- and training-related needs, while content and language teacher collaboration, critical reflection on own practice, formal professional development opportunities, LSP peer collaboration, and participation in international groups were rated as the most important among the professional development needs.

In a study carried out on the expertise and needs of 19 experienced in-service ESP teachers in two Spanish universities (Bocanegra-Valle & Basturkmen 2019), five main groups of needs, namely specific training and qualifications in the field of ESP, enhanced disciplinary and pedagogical knowledge, peer collaboration initiatives at various levels and provision of continual professional development opportunities (Bocanegra-Valle & Basturkmen 2019: 144) were pinpointed. The specified needs directly point to the complexity of the LSP teacher development issue.

We believe that LSP teaching courses created by experienced LSP practitioners, that would provide a comprehensive overview of the LSP field and offer both theory and practice-oriented materials, incorporating reflective teaching and learning principles, could be an effective way of dealing with the problem of LSP practitioner professional education and development.

1.3. Online LSP teacher professional development

The world has gone through dramatic changes in the last few decades. The systems of education have changed accordingly (Linde et al. 2023). A significant

change in using information communications technologies (ICTs) in language learning, in general, and in LSP teaching, in particular, has taken place, which "has proceeded with the creation of the Massive Open Online Courses (MOOCs), communities of practice (CoPs) and Open Educational Resources (OERs) and tools such as Learning Management Systems (LMSs), cloud technologies, and artificial intelligence systems" (Kakoulli Constantinou & Papadima-Sophocleous 2020: 18). Today teachers are required not only to use ICTs, but to learn through this format themselves as well. No matter how challenging this might seem to be, new technologies have brought into LSP teaching increased learning possibilities and can provide a valuable experience for both students and practitioners (Bocanegra-Valle 2023). Online teacher professional development courses can be delivered synchronously and asynchronously. The former enables online learners to meet and directly communicate with their instructor over the internet, while the latter represents a self-paced form of learning where course content can be accessed by the learners enrolled in the course any time, as long as the course is available.

Some of the most relevant principles that underlie efficient online teacher education and professional development can be summarised as follows: 1) being different from regular classroom learning, online learning should be adjusted and constantly guided by the teachers, 2) teachers need to be engaged in meaningful activities informed by sound pedagogy relevant to learners, 3) online classes should create a sense of real communication with both the facilitator and learners, 4) the activities learners get involved in make difference, not the technology *per se*. Technology is just a tool that supports learners in the process of learning, and 5) continuous assessment should be provided (Kakoulli Constantinou & Papadima-Sophocleous 2021).

Boyd (2004) studied different aspects of online learning environments and online learners in order to understand what makes them successful. He defined four sets of factors that affect their performance: 1) technical, 2) environmental, 3) personal, and 4) the factors related to the very process of learning. Let us elaborate what each of the listed factors in practice mean. Successful online learners possess appropriate skills for effective use of modern technologies (1 – technical factor). They can manage time and space effectively, and possibly have support from significant others (2 – environmental factor). They can balance between autonomy and interactivity and they are self-motivated and self-disciplined, exhibiting a high level of integrity (3 – environmental factor). Finally, successful online learners are accustomed to independent and self-directed learning and possess excellent reading and writing skills (4 – factor related to the process of learning). Teachers' performance and learning outcomes in online education are significantly influenced by their beliefs of self-efficacy, "beliefs in one's capabilities to organise and execute the courses of action required to produce

given attainments" (Bandura 1997: 3). Closely related to self-efficacy as a relevant factor in online teacher education and professional development is motivation, especially in self-directed courses (Anesa 2024).

The demand for online LSP teacher training courses arises from the need to address the professional development requirements of both pre-service and in-service LSP teachers. These courses support continuing education by providing flexible, ICT-enabled distance learning that ensures accessibility and accommodates adult learners' preferences for self-directed learning. Such an online course was the primary outcome of the European project "LSP Teacher Education Online Course for Professional Development" (LSP-TEOC.Pro) (Erasmus+ programme of the European Union, Reference Number: 2020-1-DE01-005687).

2. LSP-TEOC.Pro

The objective of the project "LSP Teacher Education Online Course for Professional Development" (LSP-TEOC.Pro)[2] was to provide LSP teachers with a multilingual online course which would enable them to acquire the competencies needed for the successful teaching of languages in specific contexts. The online course targeted future and early career teachers who may not have received sufficient education in LSP teaching given the gaps in LSP teacher training in the EHEA that had been identified in the project "Teaching Languages for Specific Purposes (LSP) in the European Higher Education Area (EHEA)" – TRAILs (John et al. 2023; Chateaureynaud & Deyrich 2023; Deyrich 2023; Anesa & Deyrich 2023; Bocanegra-Valle & Perea-Barbera 2023; Lopez-Zurita & Vazques-Amador 2023).

The project LSP-TEOC.Pro was carried out in seven stages. In the first stage, existing LSP teacher education and development programmes were analysed, in the second stage, the teaching methodology to be applied in the online course to be yet developed was defined, in the third stage, the content of the online course was developed, and in the fourth stage, the newly developed course was implemented on the internet platform. The online course was piloted in the fifth stage, it was trialled in the sixth stage, and finally, the trialling user data were analysed in the seventh stage. Throughout the project, all the activities were evaluated.

This paper focuses on the first stage of the project, namely, on the investigation into online LSP teacher education and development programmes offered at selected European universities. The activities were divided into two phases. In the first phase, the data about online LSP teacher education and development programmes were collected by six project partners (researchers coming from

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[2] See also the editorial by Nause (2025) and Intellectual-Output-3-Final-Report.pdf.

two universities in Germany, one from Croatia, Italy, Poland and Spain) for their respective countries. In the second phase, the collected data were analysed.

3. METHODOLOGY AND ANALYSIS

The research activities were carried out in several steps as follows: the data on existing online LSP teacher education and development programmes were collected by the six partners through desk research, the collected data were analysed and conclusions were made, which was all used to define the teaching methodology and the content of the online course to be developed in the later stages of the project.

3.1. Phase one: Driving questions and key activities

With the aim of collecting as much information as possible about the existing online LSP teacher education and training programmes the investigation was driven by the following questions:

a) Which online resources (courses) exist for acquiring the necessary skills to become a well-versed teacher of languages for specific purposes?
b) If such courses exist, what is their content, i.e. which topics do the syllabi cover?
c) What are the learning outcomes of such courses?
d) Which teaching/learning methods are used in such courses?
e) Which assessment methods are used in such courses?
f) Which ICT is used in such courses?
g) Which reference materials / books are used in such courses?

The researchers carried out their desk research following the developed guidelines for identifying online LSP teacher education and development programmes offered by universities and the guidelines for collecting and analysing data on these programmes. To keep track of the progress, the researchers used a particular form, and a questionnaire was developed for filling in the data. After all the data had been collected, it was analysed and conclusions were made.

The guidelines for analysing existing online LSP teacher education and development programmes and synthesising the data on them refer to two activities. Activity 1 refers to desk research including searching all the universities / faculties / accredited institutions in a particular country to find online LSP teacher education/training programmes and keeping track of the websites visited by the researchers. To this end, the following keywords in the national language

could have been used: language(s) for specific purposes, LSP teacher education, LSP workshop, LSP teacher professional development, LSP webinar. The desk research results were documented in a form keeping track of the institutions searched and the information found (Table 1).

Table 1. Data collection form

Country	Name of the university / faculty / accredited institution	URL of the university / faculty / accredited institution you googled	Offers an online programme for LSP teachers Yes / No	Online programme URL
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Source: own study.

Once / If an online LSP teacher education and development programme had been found on some website, the questionnaire related to the details about the programme, course or module provided by some university should have been filled in (Annex 1), which was Activity 2 of this phase.

3.2. Phase two: Quantitative and qualitative data analyses

In total, 532 websites of universities, faculties and other accredited institutions were visited and surveyed. Table 2 presents the quantitative results of the desk research, showing that in five European countries (Croatia, Germany, Italy, Poland, and Spain) – 532 visited websites – only 12 online LSP teacher education and development programmes were found.

Table 2. Quantitative results of desk research

Researching institution	Number of university / faculty / accredited institution websites surveyed	Number of online LSP teacher education and development programmes found
Jade University	172	–
Pforzheim University	120	–
Bergamo University	67	–
Cádiz University	83	11
Poznań University	85	1
Zagreb University	5	–
TOTAL	532	12

Source: own study.

As can be seen from Table 2, only in Spain (11) and Poland (1) online LSP teacher education and development programmes were found. Here is a list of online LSP teacher education and development programmes offered by the Spanish and Polish institutions:

1. Teaching Spanish for specific purposes (SSP), Antonio Nebrija University
2. SSP Curriculum design, Francisco de Vitoria University
3. Teaching SSP, Pablo Olavide University
4. SSP, Alfonso X El Sabio University
5. Basic training for SSP teachers, Centro universitario CIESE (Fundación Comillas) and Instituto Cervantes
6. Teaching materials design in the SSP classroom, Centro universitario CIESE (Fundación Comillas) and Instituto Cervantes
7. Certificate of Specialization in Didactics of Spanish L2 / FL for Specific Purposes, La Rioja University
8. SPP in the Spanish Classroom, UNED University
9. University refresher teacher training course in SSP, Miguel de Cervantes University
10. Introduction to teaching Spanish for Business: Methodological and inter-disciplinary issues, Instituto Cervantes and Modern Languages Institute of the University of Granada
11. Designing, creating and planning SSP courses, Universidad a Distancia de Madrid and Instituto Cervantes
12. Professionally-oriented language teaching methodology, Maria Curie-Skłodowska University in Lublin.

In the analysis of the data related to the 12 identified online LSP teacher education and development programmes collected using the questionnaire, a variety of data was studied. Firstly, the data reveal that eight of the online programmes are designed for profit, one is not designed for profit and there is no information in this respect about three programmes (Questionnaire, Q5).

Further, it was found that almost all of the online programmes are suitable for LSP teachers, namely, ten online programmes are suitable for LSP novice teachers, nine are suitable for LSP experienced teachers who have over five years of experience, eleven are suitable for general language teachers, and three are suitable even for general language students (Q6). However, although most of these online programmes are suitable for LSP teachers, they do not qualify the participants to teach LSP (eight out of 12 responses), i.e. they qualify the participants to teach LSP only partially (Q11).

The qualifications obtained upon completion of the online programmes are quite different. These are attendance certificates, certificates of specialisation in Didactics of Spanish L2/FL for Specific Purposes, or the programme is a compulsory

course within a 60-credit Master of Spanish as Second Language or a course within the master's degree in Teacher Training of Spanish as a Second Language (Q12).

In most cases (eight institutions out of 10 responses to this question), the researchers could not find the information on how many participants could apply for the online programme, and in two cases, 40 participants could apply for the online programme (Q7).

Regarding the entry requirements for the online programme, for three institutions (11 responses) there was no information about entry requirements, one institution did not set any entry requirements and seven institutions set some entry requirements. These were: university degree and B2 in Spanish; C1 in Spanish; advanced level of Spanish; graduates in the area of Hispanic Philology, Linguistics, Translation and Interpretation or some other philology (English, French, German); a graduate degree; a university degree or the candidate is enrolled in the last academic year of a university degree programme (Q8 and Q9).

The online programmes offer classes of different duration. The minimum number of working hours offered is 15 and the maximum is even 150 working hours. Most of the programmes offer between 40 and 75 working hours (Q10). As most of the identified online programmes are provided by Spanish institutions it was expected that these programmes prepare the participants to teach Spanish (11 out of 12 responses). Also, all programmes offered by Spanish institutions are delivered in Spanish, and the programme offered by the Polish institution is delivered in Polish (Q13 and Q14).

The learning outcomes of the analysed online programmes were also summarised (Q15). They address the multiple levels of cognitive domain defined in Bloom's Taxonomy (Bloom et al. 1956) and can be grouped as follows:

a) Knowledge: Upon completion of the programmes, the participants will be able to:
   – become familiar with the characteristics of SSP teaching,
   – learn to adapt the teaching of SSP to all levels;
b) Application: Upon completion of the programmes, the participants will be able to:
   – begin teaching Spanish for Business purposes,
   – use the fundamental tools in the LSP field concerning learning Spanish as a second language,
   – design and organise task-based activities for learning SSP,
   – select materials for lesson planning,
   – employ specific strategies to facilitate intercultural communication in class,
   – manage resources to integrate language skills and special content into the SSP classes,

- use ICTs in the SSP classes,
- acquire techniques and proposals for managing the SSP teaching-learning process,
- collaborate with external partners in acquiring authentic materials for their planned education;

c) Analysis: Upon completion of the programmes, the participants will be able to:
- analyse teaching materials and resources,
- identify and determine the teacher's own needs as well as the needs of learners and mutual expectations in the process of language education;

d) Synthesis: Upon completion of the programmes, the participants will be able to:
- develop skills and strategies to work with SSP contents,
- create and design specific materials for the SSP classroom,
- create curricula for teaching a professionally oriented foreign language;

e) Evaluation: Upon completion of the programmes, the participants will be able to:
- choose criteria for learning assessment and student assessment,
- reflect on the role of the SSP teacher,
- reflect on how to teach SSP at a distance.

As can be observed, no outcomes have been grouped under Bloom's category of Comprehension. However, the categories are hierarchical which means that each level subsumes the level that comes before. As stated by Bloom et al. (1956), Evaluation is placed at a relatively late stage in this complex process of thinking because "it involves some combination of all other behaviours" (Bloom et al. 1956: 185). Therefore, it can be concluded that for the participants to be able to do what has been listed under Application, Analysis, Synthesis and Evaluation requires first that they understand what these activities are about.

Most of the online LSP teacher education and development programmes are related to the domains of business, economics, finance and public administration (10 out of 12 responses), seven programmes are related to law, criminology and industrial relations, five are related to tourism and leisure, four to the domain of medicine and health, one to the academic context and two online programmes are not related to any specific discipline (Q17).

As regards the programme content, the online LSP teacher education and development programmes are related to the following subjects (Q16)[3]:

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[3] The number in brackets refers to the programmes that cover the issue.

- analysis of target and learner needs (10)
- materials design and development (9)
- course design and development; general principles of LSP; lesson planning; syllabus design and development (6)
- materials evaluation (5)
- adult teaching; assessment methods; learning strategies (4)
- classroom management; information communications technologies; content-based teaching; disciplinary context awareness; disciplinary genres; general pedagogy; task-based teaching; teaching methodologies and disciplinary pedagogies (3)
- academic discourse; skills teaching (2)
- autonomous and self-directed learning; corpus-based teaching; group work and group management; LSP challenges, opportunities and constraints; LSP communities of practice; LSP vocabulary teaching; self-study, critical thinking and student autonomy; teacher and student motivation; interculturality (1).

Further, a variety of teaching and learning methods / approaches / techniques are taught in the analysed online LSP teacher education and development programmes, e.g. task-based approach, global simulation and case studies, e-learning, project tasks to identify audience needs, needs analysis, preparation of tasks based on authentic materials, development of teaching exercises, formative assessment (Q18). Also, it is required that participants observe at least one LSP class and fill in the evaluation questionnaire. The final verification of the learning outcomes (global assessment) consists of a qualitative evaluation of the outline of a professionally oriented foreign language teaching programme developed by the students with a detailed development of one methodological unit (Q19).

Concerning the ICTs used for teaching the identified online programmes, it was found that in most cases (9 out of 10 responses) online learning platforms such as Moodle, Blackboard, ILIAS, Sakai, or Microsoft Teams were used. Online communication software such as Skype, FaceTime, Google Meet or Zoom was used in three cases, e-mail in one case and Office software such as Microsoft Office, OpenOffice, or LibreOffice also in one case (Q20).

Not many reference materials and books were found to be used in the online programmes: only four programmes named reference materials and one e-book and a materials pack that can be used by the participants (Q21). Also, only three online programmes recommended reference materials to the participants for teaching LSP (Q21).

Finally, it was found that two of the 12 analysed online programmes issue no certificates, but ten do issue a certificate: in six cases this is a written certificate and in four cases ECTS credits are awarded (Q23 and Q24).

4. DISCUSSION

Researchers from six institutions participating in the project visited and surveyed 532 websites of universities / faculties / accredited institutions in their respective countries to search for information about online LSP teacher education and development programmes that would help LSP teachers to acquire the necessary skills to become well-versed teachers of languages for specific purposes. Only 12 online programmes were found, one offered by a Polish tertiary education institution and as many as 11 offered by Spanish institutions. It is surprising that in Germany, where 292 websites were surveyed, not a single institution could be found offering an online LSP teacher education and development programme. These findings led to the conclusion that such specialised online education and development programmes are extremely scarce, suggesting also that not much has changed in this respect since the 2000s (Swales 2000; Belcher 2013; Basturkmen 2014) and that the need for more proficient and research-based ESP teacher training remains a pressing issue (Kakoulli Constantinou et al. 2019: 2). The findings related to online LSP teacher training and development programmes were also not unexpected as the findings of the preceding project TRAILs revealed education and training gaps in the LSP education that were identified across the EHEA (John et al. 2023; Bocanegra-Valle & Perea-Barbera 2023).

More importantly, the major findings of this survey that refer to the domains or specialised areas that are covered in the analysed online LSP teacher education and development programmes reveal that there are no online LSP teacher education and development programmes focusing on the areas of engineering, hard sciences or shipbuilding. The domains of business, economics, finance, law, tourism, medicine and health seem to be more attractive or easier to cover in an online programme. This finding made the researchers realise that the online LSP teacher education and development course to be developed subsequently should be designed in such a way that it can meet the needs of LSP teachers teaching specialised languages in a wide variety of disciplines.

Further, the learning outcomes of the programmes as summarised above describe a wide range of knowledge and skills to be acquired upon completion of the online programme. As expected, not all the listed outcomes are covered fully by every identified online programme. Finally, the list of the programme content or teaching issues dealt with in the online programmes obviously covers the scope of LSP as the topics of needs analysis, course design, materials design and evaluation, teaching methodologies, and assessment methods are included in the curriculum. It can be concluded that both the learning outcomes and the programme content are highly relevant and cover a wide range of competencies and skills a contemporary LSP teacher should have.

Furthermore, the identified scarcity of online LSP teacher training programmes underlines the need for international cooperation and resource sharing to improve the availability and effectiveness of LSP teacher training in different academic and professional contexts.

5. CONCLUSION

This paper focused on the findings of the research conducted in the first stage of the LSP-TEOC.Pro project, which examined existing online LSP teacher training and development programmes across only six European countries. The results of this limited research show that a need exists for an online LSP teacher education and development course that would be of interest and use to LSP practitioners in different disciplines. Based on the results of this research, an online LSP teacher education course for professional development was developed within the LSP-TEOC.Pro project. The presented research data were also of utmost importance for the activities that were carried out in the next two steps of the project, i.e. the definition of the online teaching methodology and the development of the course content.

It is worth noting that the ultimately developed online LSP teacher education course included innovative digital learning activities allowing for individual progress, and further development of competencies and skills needed in LSP teaching. These innovative digital learning tools were implemented in the form of self-guided learning formats resulting in a self-directed course. The authors strongly believe that this online course will have a significant impact on the global LSP community and the whole project will serve as a source of future research in the area of LSP as it contributes valuable insights as to how to address the existing gaps in LSP teacher training and development.

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SOURCE

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APPENDIX

LSP-TEOC pro questionnaire
Analysis and synthesis of existing LSP teacher education and development programmes

1. Name of the surveyed online programme / course / module / webinar / workshop (hereinafter referred to as an online resource).
2. Provide the online resource URL.
3. Country of the European Higher Education Area that provides the online resource.
4. Name of the university / faculty / accredited institution that provides the online resource.
5. What type of online resource is it?
    a. For profit
    b. Not for profit
    c. Unknown / Unspecified
6. Who would this online resource be suitable for?
    a. General language teachers
    b. General language students
    c. LSP experienced teachers (over 5 years of experience)
    d. LSP novice teachers
    e. Unknown/Unspecified
    f. Other:
7. How many participants can apply for the online resource?
8. Are there any entry requirements for the online resource?
    a. Yes
    b. No
    c. Unknown / Unspecified
9. If yes, state the entry requirements for the online resource (qualifications / pre-requisites / experience).
10. How many working hours / classes does the online resource offer?
11. Does this online resource qualify the participants to teach LSP?
    a. Yes
    b. No
    c. Partially
    d. Unknown / Unspecified
12. Provide details about the type of qualification.
13. Specify the language the online resource prepares the participants to teach.
14. Specify the language the online resource is delivered in.
15. What are the learning outcomes of the online resource, e.g. as stated in the programme description or syllabus?
16. What teaching issues is the LSP online resource related to? Please, tick all issues that apply.
    a. Academic discourse
    b. Adult teaching
    c. Analysis of target and learner needs
    d. Assessment methods
    e. Autonomous and self-directed learning
    f. Classroom management and practice

g. Content and language integrated learning (CLIL)
h. English as a Medium of Instruction (EMI)
i. Information communication technologies (ICTs)
j. Content-based teaching (CBT)
k. Corpus-based teaching
l. Course design and development
m. Disciplinary context awareness
n. Disciplinary genres
o. Disciplinary knowledge and training
p. EHEA and EU educational policies
q. Form-based teaching
r. General pedagogy
s. General principles about LSP
t. Group work and group management
u. Learning strategies
v. Lesson planning
w. LSP challenges, opportunities and constraints
x. LSP communities of practice
y. LSP research opportunities
z. LSP vocabulary teaching
aa. Materials design and development
ab. Materials evaluation
ac. Negotiation skills and time management
ad. Pronunciation teaching
ae. Quality management
af. Research methods
ag. Self-study, critical thinking and student autonomy
ah. Skills teaching
ai. Syllabus design and development
aj. Task-based teaching
ak. Teacher and student motivation
al. Teacher talk of LSP teachers
am. Teaching methodologies and disciplinary pedagogies
an. Testing practices
ao. Other (please, specify):

17. What specific domain/discipline is this LSP online resource related to? Please, tick as many domains / disciplines as appropriate.
a. Academic context
b. Business, Economics, Finance, Public Administration
c. Engineering (Mechanical, Civil, Electronics, Computing, etc)
d. Hard Sciences (Physics, Mathematics, Chemistry, etc)
e. Humanities (Arts, Anthropology, History, Archaeology, Geography, etc)
f. Language teacher education
g. Law, Criminology and Industrial Relations
h. Marketing, Advertising and Media
i. Medicine and Health
j. Natural Sciences (Biology, Geology, Environmental, etc)
k. Shipping and Shipbuilding

l. Tourism and Leisure
m. No specific domain/discipline
n. Other (please, specify)

18. Which teaching and learning methods, if specified, are taught in this online resource?

19. Which assessment methods, if specified, are taught in this online resource?
    a. Online quizzes
    b. Online polls
    c. Essay questions
    d. Peer assessment
    e. Self-assessment
    f. E-portfolio
    g. Online discussion
    h. Video podcast
    i. Other (please, specify):

20. What Information and Communications Technology (ICT) is used to teach this online resource? Please, tick all that apply.
    a. Audio-visual sites such as YouTube, Vimeo, Dailymotion etc.
    b. Online learning platforms such as Moodle, Blackboard, ILIAS, Sakai, Microsoft Teams etc.
    c. Online communication software such as Skype, FaceTime, Google Meet, Zoom etc.
    d. Social media such as Facebook, Google Places, LinkedIn, Twitter, Snapchat
    e. E-mail
    f. Office software such as Microsoft Office, OpenOffice, LibreOffice etc.
    g. Digital projectors
    h. Smartboards / interactive whiteboards
    i. Smartphone applications
    j. Other (please, specify):

21. Which resources (reference materials and books) are used in this online resource?

22. Which resources (reference materials and books), if any, does this online resource recommend to the participants for teaching LSP?

23. Does this online resource issue any certificates?
    a. Yes
    b. No
    c. Unknown

24. If yes, tick the one(s) that apply.
    a. Written certificate
    b. ECTS points
    c. Badge
    d. Other (please, specify):

25. Is there any other pertinent information about this online resource?

**O konieczności opracowania internetowych kursów
doskonalenia nauczycieli języków specjalistycznych na uczelniach wyższych**

Abstrakt. Celem artykułu jest zaprezentowanie częściowych wniosków płynących z realizacji europejskiego projektu „Language for Specific Purposes (LSP) Teacher Education Online Course

for Professional Development" (LSP-TEOC.Pro), którego głównym zadaniem było stworzenie metodologicznych podstaw i opracowanie wielojęzycznego kursu doskonalenia zawodowego dla nauczycieli języków specjalistycznych odpowiadającego ich potrzebom. Kurs online przeznaczony jest dla przyszłych oraz początkujących nauczycieli języków obcych w określonych kontekstach zawodowych. Projekt realizowano w latach 2020–2023, dzieląc go na siedem etapów. Artykuł koncentruje się na wnioskach z pierwszego etapu, w którym przeanalizowano dostępne w sześciu krajach europejskich programy szkolenia i rozwoju nauczycieli języków specjalistycznych w formie online. Dzięki usystematyzowanej metodologii zgromadzono kluczowe informacje o istniejących programach, ujawniając przy tym niewielką liczbę kursów internetowych w tej dziedzinie. Wyniki jednoznacznie podkreślają konieczność opracowania innowacyjnego i łatwo dostępnego kursu online do kształcenia nauczycieli języków specjalistycznych, który stał się najważniejszym rezultatem projektu.

Słowa kluczowe: projekt Erasmus+, nauczyciele języków specjalistycznych, kształcenie nauczycieli języków specjalistycznych, kurs online.

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